



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

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| 1 | Awarding Institution | Queen Margaret University |
| 2 | Teaching Institution | Queen Margaret University |
| 3 | Professional body accreditation | Health Professions Council, College of Occupational Therapists |
| 4 | Final Award | BSc (Hons) Occupational Therapy |
| | Subsidiary exit awards | BSc Health Studies; Diploma in Higher Education, Certificate in Higher Education |
| 5 | Programme Title | BSc (Hons) Occupational Therapy |
| 6 | UCAS code (or other coding system if relevant) | OT: B920 |
| 7 | SCQF Level | 10 |
| 8 | Mode of delivery and duration | 4 years, full time |
| 9 | Date of validation/review | 18-19 th May 2011 |

10. Educational Aims of the programme

The overall aim of this programme is to produce graduates who are autonomous lifelong learners and who meet the Health Professions Council Standards of Proficiency (2007) for safe and effective practice in occupational therapy. Students should leave the programme with a strong professional identity and with the knowledge, skills and values to work effectively with people and communities within diverse practice contexts. Central to the achievement of this aim is the student's ability to articulate and apply the unique contribution of occupation to the health and wellbeing of individuals and communities.

11. Benchmark statements/professional and statutory body requirements covered by the programme

- Quality Enhancement of Learning, Teaching and Assessment (QELTA) approved in 2006 by Academic Council which re-orientates learning, teaching and assessment practices to be expanded to include concepts such as promoting a "community of learners" maximising potential through learning and quality assurance and audit.
- Quality Assurance Agency for Higher Education (2001) Benchmark statements for Occupational Therapy, Code of Practice (2001-2007)
- Scottish Credit and Qualifications Framework (SCQF), SCQF Framework for Lifelong learning (2003) and the SCQF Partnership handbook (2009)
- HPC Standards of Proficiency (2007), Standards of education and training (2009), Guidance on Health and Character (2009) Standards of Conduct and Ethics (2009)
- College of Occupational Therapists Code of Ethics and Professional Conduct (2010)
- Changes in policy and practice outlined in the College of Occupational Therapists Standards of Education and Training (2008), The Curriculum Guidance for Pre-Registration Education (2009), Professional Suitability (2010)
- Agenda for Change: Department of Health (2004) NHS Knowledge and Skills Framework
- World Federation of Occupational Therapy Minimum Standards for Occupational Therapy Education (Hocking and Ness 2004)
- Tuning Occupational Therapy Group Reference points for the design and delivery of degree programmes in Occupational Therapy (2008)

12. Learning Outcomes of the Programme

Learning outcomes were developed for each level of the programme using the above documents and were aligned with the SCQF level 7-10 guidelines, QMU graduate attributes and QELTA (Quality Enhancement of Learning, Teaching and Assessment) Goals and Aims.

Upon completion of the programme students will be able to:

- Confidently articulate the philosophy, beliefs, key theories, relevant knowledge, skills and practice of Occupational Therapy and the influence of context in shaping praxis.
- Appraise and articulate the importance of human occupation in promoting the: health and well-being, recovery, rehabilitation, social engagement and participation of individuals, groups and communities.
- Confidently implement and evaluate occupation focussed practice in diverse and changeable practice contexts.
- Work autonomously and collaboratively in partnership with individuals, groups, communities and other professionals.
- Foster skills in autonomous learning, professional reasoning, reflexive practice, leadership and entrepreneurship in preparation for continuing professional development and a commitment to lifelong learning
- Be effective consumers of research / potential research practitioners and use evidence based practice to inform their practice
- Display social responsibility and cultural competence by fostering an appreciation of anti-discriminatory practice and how human occupation contributes to occupational justice, social justice and social inclusion

13. Teaching and learning methods and strategies

Approaches to learning are blended within this programme with enquiry based learning and e-learning through WebCT as key drivers in the curriculum. A blended approach allows flexibility of delivery, suits different learning styles and fits with the QELTA strategy of maximising potential through learning. It ensures a learner centred focus and reinforces the need for strategies that promote active autonomous, self- directed learning and collaborative learning. These will be further discussed below. In relation to e-learning, all students will be introduced to WebCT which provides an important forum for group discussion and communication and is used in all modules (including practice education) to promote critical reflection and sharing throughout the learning experience.

Enquiry Based Learning

Enquiry based learning (EBL) promotes active learning, reasoning and reflection and is driven by a process of enquiry. Taking an enquiry based approach, often starting with a “story” or ‘scenario’, the learner identifies issues and questions and examines the resources needed to research the topic. Learning is essentially student-centred, with an emphasis on group work and the use of web and other information resources. In this way, lecturers become facilitators, providing encouragement and support to enable students to take responsibility for what and how they learn. Students become more engaged with the subject and learning is perceived as being more relevant to their own needs, thus they are enthusiastic and ready to learn (University of Manchester (2010). Learners gain a deeper understanding of the subject-matter, as well as cognitive and leadership skills required for tackling complex problems that occur in practice. EBL allows students to develop a flexible approach to their studies, giving them the freedom and the responsibility to organise their own pattern of work within the time constraints of the task. Aspects of EBL that will be incorporated into the delivery of the curriculum are case based learning; project work; peer and group learning; personal and professional portfolios; reflective diaries; self and peer assessment and evaluation; and e-learning.

14. Assessment strategies

A variety of assessment methods relevant to undergraduate education are adopted within the BSc (Hons) Occupational Therapy. These are designed to ensure the rigour of academic thinking as well as to encompass the development of transferable skills. Strategies ensure that assessment is both applied and practical, and supports personal growth and practice development. Assessment will be personally and academically challenging and will facilitate the application of critical analysis, reasoned decision making, reflective and reflexive skills, collaborative skills and transferrable skills. Assessment strategies support personal and professional development and progressively challenge

the learner across all four levels of the curriculum with occupation and occupational therapy at the heart of the assessment experience. Assessment strategies have been planned in this programme to:

- Ensure that the mode of assessment is appropriate for the module aim and learning outcomes
- Ensure the amount of assessment is relative to the module credit size and level of study
- Cater for different learning styles and preferences
- Offer the opportunity for formative as well as summative measures
- Provide comprehensive feedback which has the possibility of transferring into other learning situations
- Provide the opportunity for self assessment and peer assessment as part of the learning process
- Offer the opportunity for choice where possible

Formative and summative methods of assessment reflect consistency with the overall aims of the programme and the principles of adult learning. The choice of assessment methods are informed by the nature of the module and this leads to an eclectic mix of strategies which are detailed below. This results in versatile learners who can negotiate different expectations. Those expectations are made clear to students within each module and at various times in the curriculum. Students are also invited to offer a reflective piece on the experience for their professional development portfolio.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

BSc (Hon) Occupational Therapy – 480 SCOTCAT, 240 ECTS

| Level and overall credits | Title | Credit points | Subsidiary Exit Points and Awards |
|----------------------------------|---|----------------------|--|
| Level 1: 120 Points | Foundation Skills in Occupational Therapy 1 | 40 | Certificate in Higher Education |
| | Foundation Skills in Occupational Therapy 2 | 40 | |
| | Practice Placement 1. 6 weeks | 20 | |
| | Interprofessional Education 1 | 20 | |
| Level 2: 120 Points | Developing Occupational Therapy Practice 1 | 40 | Diploma in Higher Education |
| | Developing Occupational Therapy Practice 2 | 40 | |
| | Practice Placement 2. 6 weeks | 20 | |
| | Interprofessional Education 2 | 20 | |
| Level 3: 120 Points | Evaluating Occupational Therapy Practice 1 | 40 | BSc Health Studies |
| | Evaluating Occupational Therapy Practice 2 | 30 | |
| | Practice Placement 3. 8 weeks | 30 | |
| | Interprofessional Education 3 | 20 | |
| Level 4: 120 Points | Occupational Therapy: Developing Innovation Through Enquiry | 40 | BSc (Hons) Occupational Therapy |
| | Occupational Therapy: Practice in Changing Contexts | 30 | |
| | Practice Placement 4. 8 weeks | 30 | |
| | Interprofessional Education 4 | 20 | |

16. Criteria for admission

A minimum of 4 passes at Higher Grade are required where Highers are taken in fifth year. Candidates achieving the required passes at one sitting will be preferred. Preferred passes at Higher Grade would normally include English or a discursive subject such as social science e.g. Psychology, Modern Studies. Applicants should normally have at least BBBC if achieved in one sitting and BBBCC if achieved over two sittings. Other qualifications may be acceptable for entry to the

programme such as Open University, EU and overseas qualifications. Places on the programme may be offered to students who successfully complete an appropriate one year Access Course.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>